

Impact of domestic cores on girls academic performance in selected public primary schools of Uganda, case study of Kisoro District South Western Uganda.

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Abstract

The study uses the Kisoro District in southwest Uganda as a case study to examine the effects of household elements on girls' academic achievement in a subset of Uganda's public elementary schools. The following goals guide the study: identifying the household duties that girls conduct at home, comparing the performance of girls and boys in the same class, and figuring out the connection between domestic chores and girls' academic achievement. The survey found a significant correlation between females' performance and their domestic cores. The statistical program for social science (SPSS) and qualitative and quantitative research approaches were utilized to collect and analyze the data. The research design used in the study was cross-sectional. According to the study, parents and educators should take a leading role in reversing this circumstance and advocating for community psycho education regarding the impact of household tasks on girls' academic achievement.

Key words: domestic cores, girls academic performance and public primary schools

Background of the study.

The world has seen differing rates of progress in the education of girls. Girls learned through apprenticeships with their moms and other female relatives prior to the introduction of formal education (Victoria et al., 2023). These girls were only taught housework, how to raise children, and how wives should behave in the past. In the interim, boys apprenticed with their fathers and other male relatives to learn about hunting, carpentry, crafts, iron works, and other trades (Mark et al., 2023).

In the nineteenth century, girl child education in the western countries developed and became more widespread. As a result, women from North America and Europe were typically the most educated in the globe; this is still the case today (Anthony et al., 2023). The education of girls was significantly improving almost everywhere in the world by the middle of the 20th century. However, in many schools across the world, but especially in Uganda, girls' performance continued to lag

behind boys'. Furthermore, this is much more severe in math and science-related courses (Micheal et al., 2023). UNEB Executive Secretary Mathew Bukenya reported in a publication published on January 31, 2014, that in 2013, 32,027 male candidates out of 292,363 who took the 2013 PLE exams passed in division one, while 20,759 female candidates out of 288,380 who registered for the exams passed in division one. In 2011, 88% of boys and 85% of girls passed the PLE. 49.3% of the total entries were female, whilst 48.3% of the passing candidates were female. According to the 2014 results published by the UNEB Executive Secretary, Mr. Mathew Bukenya, boys continued to do better than girls in the PLE examinations in 2014, as reported by a Monitor Reporter in the Daily Monitor Newspaper on Thursday, January 15, 2015. 4,472 male applicants out of 27,926 in Kampala passed Division I, compared to 3,752 female candidates in the same grade. According to Mafabi (2013), domestic tasks like gathering

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firewood, fetching water from far-off wells, gardening, cooking, babysitting, doing laundry, and cleaning the house frequently fall on women and girls who attend school (Godfrey et al., 2023). As a result, girls find it very difficult to attend class on a regular basis. Furthermore, when these girls do go to school, it has been noted that some of them struggle academically because they are either too exhausted from their morning duties or they are

Statement of the Problem.

Domestic employment has been mostly overlooked in studies on child labor, but is currently receiving more attention (Oromo et al., 2023). In fact, this kind of behavior can hinder females' schooling and encourage failure (Zapata, et al., 2011). Girls get into this situation when they labor lengthy hours—above 14 hours a week—on household chores. Consequently, more than 15% of girls between the ages of 6 and 11 are able to repeat a class every year (Zapata, et al., 2011). Regretfully, girls do lower than boys in primary schools based on observations (Namagembe, 2015; Kizza, 2017; Mbabaali, 2018). The yearly Primary Leaving Examinations are frequently the best measure of this trend, although astute observers in family circles and on occasion even notice it in the regular school exams. Regarding household tasks, there weren't many books published in Kisoro District (Shamim et al., 2023). The conventional explanation for girls' inferior academic achievement has been that men are intellectually superior to women (Richards, 2018; Bryer, 2006). Thus, the researcher is forced to do research to ascertain the extent to which household cores influences academic performance of girls in public primary schools, utilizing Kisoro District as a case study.

Review of Related Literature

Girls performing household chores in their own houses, under proper supervision from family members, and in their own homes are a valuable aspect of growing up and family life. On the other hand, there may occasionally be worries about specific circumstances in which high workloads could impede the girls' academic progress. In this setting, the kinds of housework that girls do include cooking, washing clothes, sanitizing utensils, tending to the house, watching after kids, getting water, and gathering firewood. The UNESCO study from 2003 also sheds light on the distribution of domestic work that ties

racing home to finish their evening assignments. Therefore, the purpose of this study was to determine whether or not girls' academic performance in elementary school is influenced by their household chores (Zulaikah & Rebecca, 2023). The study's conclusions most likely contributed to the explanation of why some boarding school girls frequently outperform their day school counterparts.

women to the household. Mothers and their daughters do the majority of domestic tasks performed by women, such as producing and cooking food, caring for the sick, aged, and children (Hanlon, 2008).

Additionally, a 2009 Shriver report reveals that the majority of women handle household duties. Men spend their time engaging in productive activities or recreation, while women bear the primary duty for household chores and food production, according to the 2002 Uganda Participatory Poverty Assessment Program (UPPAP) on the gendered division of tasks (MFPED, 2002).

Research Methodology

The study used a cross-sectional survey methodology and collected data using both qualitative and quantitative methods. Data on the kinds of domestic duties that girls conduct and the times that they execute them were gathered and analyzed using a qualitative research approach. On the other hand, a quantitative research approach was used to determine how well girls performed academically in elementary schools and to investigate the percentage of girls who performed poorly because they spent more time on domestic duties. In a cross-sectional study, the researcher simultaneously assesses the study participants' exposures and outcomes, with the possibility to examine any relationships between the two. A cross-sectional study's inclusion and exclusion criteria are used to choose its participants (Setia, 2016). The researcher planned to conduct the study in a few Kisoro District public primary schools. The researcher chose the schools because they are conveniently located for him or her. These schools are somewhat close to one another, and the researcher is quite familiar with them.. According to Borg & Gall (1989), the study population consists of all individuals within an actual or imaginary group of persons, events, or objects to which research findings are intended to be broadly applied. Two Kisoro District public primary schools were chosen by the researcher. Because it is easy to ascertain and monitor the academic achievement of these Primary school students (Christopher et al., 2022), as well as that of their head teachers, teachers, and parents, the researcher concentrated on students in Grades Six and Seven. There were three thousand people in total, including the head teacher, teachers, students, and their parents (Anthony et al., 2023). A sample size is defined by Amin (2005) as the fraction of the population chosen for data collection, observation, and analysis. Using Kreijcie and Morgan's (1970) sample size determination table, which recommended a sample size of 341 based on a population of 3,000, the sample size from the aforementioned population was chosen (See Appendix IV). A total of 341 individuals were chosen for the sample. There were 227 students, 11 teachers, 1 head teacher, and 102 parents among them. Additionally corroborating this is the following formula:
$$s = \frac{NP(P)(1-P)}{(NP-1)\left(\frac{B}{C}\right)^2 + P(1-P)}$$

Consequently, S=sample size

NP stands for population size (3000), P for number expected to respond in a particular manner (which is 50% = 0.5), B for sampling error (5% = 0.05), and C for confidence level. Most studies choose a degree of confidence of 1.960.

Consequently, by changing the variables and figuring out the sample size, S,

$$s = \frac{3000(0.5)(1 - 0.5)}{(3000 - 1)\left(\frac{0.05}{1.960}\right)^2 + 0.5(1 - 0.5)}$$

$$S = \frac{750}{2999 \times 0.0006507751 + 0.25}$$

$$S = \frac{750}{2.2016745249}$$

$$S = 340.65$$

There are about 341 samples in all.

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Consequently, sample size equals 341. The number of respondents who took part in the study is displayed in the tables below. 3000 people in total, with a 341-sample size

Using a standardized questionnaire, students who were willing to engage in the study were chosen by a random sampling procedure. Choosing a sample by random selection ensures that each person in the population has an equal probability of being chosen (Amin, 2005). In order to obtain firsthand knowledge and reduce any potential bias in the questionnaire regarding girls' academic achievements and factors influencing their success, the study's headteacher, teachers, and parents were specifically chosen.

Methods for gathering primary and secondary data were both employed. Questionnaires that were sieved, edited, coded, and statistically analyzed were the primary method used to obtain quantitative data. Using the statistical tool for the social sciences, SPSS, descriptive statistics such as frequencies and percentages were created and displayed as tables (Nelson et al., 2022).

Results

Table 1 showing preparing and cooking food

Preparing and Cooking food			
		Frequency	Percent
	Strongly agree	73	32.2
	Agree	102	44.9
	Undecided	10	4.4
	Disagree	16	7.0
	Strongly disagree	26	11.5
	Total	227	100.0

Source: Field study (2023)

According to table 1 above, 32.2% (n=73) of respondents strongly agreed, 44.9% (n=102) agreed, 4.4% (n=10) of respondents were unsure, 7.0% (n=16) of respondents disagreed, and 11.5% (n=26) strongly disagreed that food preparation and cooking are among the household chores carried out by girl children. "The students were then asked if taking care of siblings was one of the household duties that girls did. The respondents shared their opinions, which are shown in table 3 below.

Table 2 showing Looking After Siblings

Looking after siblings			
		Frequency	Percent
	Strongly agree	102	44.9
	Agree	58	25.6
	Undecided	8	3.5

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	Disagree	28	12.3
	Strongly disagree	31	13.7
	Total	227	100.0

Source: Field survey (2023)

It's interesting to note that Table 2 above reveals that 44.9% (n=102) of students strongly agreed that one of the household duties carried out by girl children is taking care of siblings. 12.3% (n=28) disagreed, 13.7% (n=31) strongly disagreed, 3.5% (n=8) was undecided, and 25.6% (n=58) agreed with the statement. Consequently, a ratio of 70.5% to 29.5% was generated. Additionally, information about whether cleaning the house is one of the household tasks carried out by girls was evaluated since table 4 summarizes the readings produced from the students' responses.

Table 3 showing cleaning the house

Cleaning the house			
		Frequency	Percent
	Strongly agree	77	33.9
	Agree	70	30.8
	Undecided	26	11.5
	Disagree	29	12.8
	Strongly disagree	25	11.0
	Total	227	100.0

Source: field survey (2023)

As can be seen from table 3 above, the majority of respondents—33.9%, or n=77—strongly agreed with the statement; 30.8%, or n=70, agreed that cleaning the house is one of the domestic chores that girl children perform; 11.5%, or n=26, were neutral about it; 12.8%, or n=29, disagreed, and 11.0%, or n=25, strongly disagreed. According to one of the parents we spoke with, Laundry making as among the domestic chores performed by girl child was also investigated. The summary of the pupils' responses was indicated in table 3.

Table 4 showing Laundry making

Laundry making			
		Frequency	Percent
	Strongly agree	85	37.4
	Agree	76	33.5
	Undecided	17	7.5

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	Disagree	34	15.0
	Strongly disagree	15	6.6
	Total	227	100.0

Source: filed survey (2023)

Using actual data from Table 4 above, it is evident that 37.4% (n=85) of the students strongly agreed with the statement that doing laundry is one of the household chores that girls perform; 33.5% (n=76) agreed; 7.5% (n=17) were unsure; 15.0%

Fetching water and firewood			
		Frequency	Percent
	Strongly agree	70	30.8
	Agree	87	38.3
	Undecided	28	12.3
	Disagree	22	9.7
	Strongly disagree	20	8.8
	Total	227	100.0

(n=34) disagreed; and 6.6% (n=15) strongly disagreed. However, as shown in Table 6, the students were reassessed regarding whether or not obtaining water and firewood is one of the household tasks carried out by girls.

Table 5 showing fetching water and firewood

Source: field survey (2023)

Based on the aforementioned data, Table 5 showed that 33.9% of the students (n = 77) strongly agreed; 30.8% of the students (n = 70) agreed; 11.5% of the students (n = 26) were indifferent to the statement; 12.8% of the students (n = 29) disagreed; and 11.0% of the students (n = 25) strongly disagreed.

To compare the performance of girls and boys in the same class in selected public primary schools in Kisoro District

Table 6 showing girls participation in class work

		Frequency	Percent
	Strongly agree	101	44.5
	Agree	54	23.8
	Undecided	15	6.6
	Disagree	23	10.1
	Strongly disagree	34	15.0
	Total	227	100.0

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Source: Field survey (2023)

Based on the statistical evidence shown in Table 6, it can be concluded that students highly agreed that girls rarely participate in class work and perform well in it. Of the 101 students, 44.5% agreed, 23.8% agreed, 6.6% were unsure, 10.1% disagreed, and 15.0% strongly disagreed.

Table 7 showing boys do very well especially in arithmetic than girls

Boys do very well especially in arithmetic than girls			
		Frequency	Percent
	Strongly agree	105	46.3
	Agree	55	24.2
	Undecided	14	6.2
	Disagree	23	10.1
	Strongly disagree	30	13.2
	Total	227	100.0

Source: Field survey (2023)

Table 7 purports to show that 24.2% (n=55) and 46.3% (n=105) of students respectively strongly agreed and agreed with the proposition that boys perform significantly better than girls in math. 13.2% (n=30) strongly disagreed with the issue, 10.1% (n=23) disagreed, and 6.2% (n=14) were unsure.

Table 8 showing that First position is always taken by boys.

		Frequency	Percent
	Strongly agree	97	42.7
	Agree	30	13.2
	Undecided	37	16.3
	Disagree	3	1.3
	Strongly disagree	60	26.4
	Total	227	100.0

Source: Field survey (2023)

According to statistics shown in table 8 above, 42.7% of the students (n=97) strongly agreed that boys always take the top spot because they perform better than girls. 13.2% (n = 30) agreed with the statement, 16.3% (n = 37) were unsure, 1.3% (n = 3) disagreed, and 26.4% (n = 60) strongly opposed.

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Table 9 showing girl's overall score

		Frequency	Percent
	Strongly agree	62	27.3
	Agree	48	21.1
	Undecided	18	7.9
	Disagree	43	18.9
	Strongly disagree	56	24.7
	Total	227	100.0

Source: Field survey (2023)

When it comes to summative assessments, Table 9 shows that 27.3% of students (n=62) strongly agreed that girls' test scores are significantly lower than males' on a particular test. The statement was agreed upon by 21.1% (n=48), disagreed by 18.9% (n=43), and strongly disagreed by 24.7% (n=56). 7.9% (n=18) were indecisive.

To determine the relationship between domestic chores and girl children academic performance in selected pubic primary schools Kisoro District.

Table 10 showing Long hours spent on domestic chores

Long hours spent on domestic chores leads to girls' failure to get good grades			
		Frequency	Percent
	Strongly agree	110	48.5
	Agree	84	37.0
	Undecided	5	2.2
	Disagree	12	5.3
	Strongly disagree	16	7.0
	Total	227	100.0

Source: Field survey (2023)

Overall, the data in Table 10 above demonstrated that students strongly agreed that girls' inability to receive good marks is caused by long hours spent on household chores: 48.5% (n=101); 37.0% (n=84); 2.2% (n=5) were unsure; 5.3% (n=12) disagreed; and 7.0% (n=16) definitely disagreed.

Table 11 showing attendance and poor academic performance

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Domestic work makes girls not to attend school and fails to perform well academically			
		Frequency	Percent
	Strongly agree	105	46.3
	Agree	95	41.9
	Undecided	3	1.3
	Disagree	4	1.8
	Strongly disagree	20	8.8
	Total	227	100.0

Source: Field survey (2023)

Table 11 above shows that 41.9% (n=95) and 46.3% (n=105) of students agreed, respectively, with the assertion that domestic work causes girls to perform poorly academically and not attend school. 1.8% (n=4) disagreed, 1.3% (n=3) were unsure, and 8.8% (n=20) strongly disagreed with the issue.

Table 12 showing Pearson correlation co-efficiency table between domestic chores and pupil academic performance of girl children Correlations

co-efficiency between domestic chores and pupil academic performance of girl children Correlations			
		Long hours spent on domestic chores leads to girls failure to get good grades	Domestic work keeps girls home not attending classes leading to their failure
Long hours spent on domestic chores leads to girls failure to get good grades	Pearson Correlation	1	.929**
	Sig. (2-tailed)		.000
	N	227	227

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Domestic work keeps girls home not attending classes leading to their failure	Pearson Correlation	.929**	1
	Sig. (2-tailed)	.000	
	N	227	227
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: field survey (2023)

The aforementioned table showed that a positive linear connection ($r = 0.929$) was found when it came to the relationship between the number of hours spent on household tasks and females' inability to achieve academic success (Nelson et al., 2023). As a result, household duties have a positive significance level relative to girls' academic achievement. This provides substantial support for the study's finding that domestic activities have a significant impact on girls' academic performance on a confirmatory level. The study was significant on purpose, and all the metrics employed supported the impact of household duties on girls' academic performance to a higher extent; it noted different worries that girls' participation in household chores hindered their capacity to perform as expected at school. The parents and other adults who look after these kids were also left with a lot of questions by this. Since these issues were not the primary motivation for doing this study, more research will attempt to address them.

Conclusions

This raised a lot of questions for the parents and other adults who care for these children. Although these problems were not the main reason for conducting this study, additional research will try to solve them. According to the study, girls hardly ever participate in classwork, while boys perform far better than girls, particularly in arithmetic. Boys consistently take the top spot because they outperform girls, and girls' aggregate exam scores are consistently much lower than those of boys. Finally, the study found that long hours spent on household chores prevent girls from achieving academic success; they prevent girls from attending school and perform poorly; they take up girls' time in class by preventing them from focusing; and finally, they keep girls at home instead of in school, which contributes to their failure.

Recommendations of the Study

This study suggests that in order to prevent any type of household workload that could impair girls' academic success in school, parents and teachers should take a proactive approach to ensuring that girls' academic performance is taken care of.

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